

ALLENDALE-FAIRFAX HIGH

3581 Allendale-Fairfax Hiwy
Fairfax, SC 29827

GRADES 9-12 High School

ENROLLMENT 510 Students

PRINCIPAL Leo Waller 803-584-2311

SUPERINTENDENT Paula L. Harris 803-584-4603

BOARD CHAIR Carl Love 803-632-3871

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

BELOW AVERAGE

Absolute Ratings of High Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	4	3	4	6

IMPROVEMENT RATING:

EXCELLENT

ADEQUATE YEARLY PROGRESS:

NO

This school met 7 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Unsatisfactory	Below Average	N/A
2002	Unsatisfactory	Unsatisfactory	N/A
2003	Unsatisfactory	Below Average	No
2004	Below Average	Excellent	No

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS

	Our School			High Schools with Students Like Ours		
Percent	2004	2005	2006	2004	2005	2006
Passed 2 subtests	58.8	N/A	N/A	61.3	N/A	N/A
Passed 1 subtest	20.6	N/A	N/A	19.3	N/A	N/A
Passed no subtests	20.6	N/A	N/A	19.4	N/A	N/A

EXIT EXAM PASSAGE RATE BY SPRING 2004

	Our School	High Schools with Students Like Ours
Percent	85.3%	88.9%

ELIGIBILITY FOR LIFE SCHOLARSHIP

Percent of	Our School	High Schools with Students Like Ours
Seniors eligible for LIFE Scholarships at four-year institutions*	2.0	2.9
Seniors who met the SAT/ACT requirement	2.0	2.9
Seniors who met the grade point average	29.7	30.0

*Using only the SAT/ACT and grade point average requirements

GRADUATION RATE

	Our School	High Schools with Students Like Ours
Number of Students	96	110
Number of Diplomas	80	80
Rate	83.3%	72.2%

PERFORMANCE BY STUDENT GROUPS

	Exit Exam Passage Rate by Spring 2004		Eligibility for LIFE Scholarship		Graduation Rate		
	n	%	n	%	n	%	Met State Objective
All Students	109	85.3	101	2.0	96	83.3	YES
Gender							
Male	49	85.7	46	2.2	47	80.9	N/A
Female	60	85.0	55	1.8	49	85.7	N/A
Racial/Ethnic Group							
White	5	100.0	1	I/S	3	I/S	N/A
African-American	103	84.5	99	2.0	92	84.8	
Asian/Pacific Islander	0	N/A	0	N/A	0	N/A	N/A
Hispanic	1	I/S	1	I/S	1	I/S	N/A
American Indian/Alaskan	0	N/A	0	N/A	0	N/A	N/A
Racial/Ethnic Group							
Non disabled	103	86.4	101	2.0	88	87.5	N/A
Disabilities other than speech	6	66.7	0	N/A	8	37.5	N/A
Migrant Status							
Migrant	0	N/A	0	N/A	0	N/A	N/A
Non-migrant	109	85.3	101	2.0	N/A	I/S	N/A
English Proficiency							
Limited English Proficient	0	N/A	0	N/A	1	I/S	N/A
Non-Limited English Proficient	109	85.3	101	2.0	95	83.2	N/A
Socio-Economic Status							
Subsidized meals	85	82.4	73	0.0	59	79.7	N/A
Full-pay meals	24	95.8	28	7.1	37	89.2	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

HSAP PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 33.3%									
All Students	145	89.7	26.9	43.1	24.6	5.4	38.5	YES	NO
Gender									
Male	79	87.3	29.0	50.7	18.8	1.4	27.5	N/A	N/A
Female	66	92.4	24.6	34.4	31.1	9.8	50.8	N/A	N/A
Racial/Ethnic Group									
White	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African-American	139	89.2	27.4	43.5	23.4	5.6	36.3	YES	NO
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	120	88.3	19.8	45.3	28.3	6.6	43.4	N/A	N/A
Disabled	25	96.0	58.3	33.3	8.3	N/A	16.7	I/S	I/S
Migrant Status									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	145	89.7	26.9	43.1	24.6	5.4	38.5	N/A	N/A
English Proficiency									
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	145	89.7	26.9	43.1	24.6	5.4	38.5	N/A	N/A
Socio-Economic Status									
Subsidized meals	116	89.7	29.8	42.3	22.1	5.8	36.5	YES	NO
Full-pay meals	29	89.7	15.4	46.2	34.6	3.8	46.2	N/A	N/A
Mathematics - State Performance Objective = 30.0%									
All Students	145	90.3	34.4	36.6	22.1	6.9	41.2	YES	NO
Gender									
Male	79	88.6	34.3	41.4	20.0	4.3	34.3	N/A	N/A
Female	66	92.4	34.4	31.1	24.6	9.8	49.2	N/A	N/A
Racial/Ethnic Group									
White	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African-American	139	89.9	35.2	36.0	21.6	7.2	40.0	YES	NO
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	120	89.2	23.4	41.1	27.1	8.4	50.5	N/A	N/A
Disabled	25	96.0	83.3	16.7	N/A	N/A	N/A	I/S	I/S
Migrant Status									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	145	90.3	34.4	36.6	22.1	6.9	41.2	N/A	N/A
English Proficiency									
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	145	90.3	34.4	36.6	22.1	6.9	41.2	N/A	N/A
Socio-Economic Status									
Subsidized meals	116	90.5	34.3	36.2	22.9	6.7	39.0	YES	NO
Full-pay meals	29	89.7	34.6	38.5	19.2	7.7	50.0	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SCHOOL PROFILE

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
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Students (n= 510)

Retention rate	12.1%	Up from 7.5%	10.7%	9.1%
Attendance rate	98.8%	Up from 97.4%	95.9%	96.0%
Eligible for gifted and talented	0.0%	Down from 1.9%	2.6%	5.8%
With disabilities other than speech	13.1%	Up from 11.3%	14.5%	12.7%
Older than usual for grade	15.9%	Up from 15.1%	14.3%	9.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	2.4%	Up from 1.8%	2.1%	1.6%
Enrolled in AP/IB programs	5.4%	Up from 0.0%	5.4%	10.2%
Successful on AP/IB exams	N/AV		10.2%	53.8%
Annual dropout rate	0.8%	Down from 1.9%	2.6%	2.7%
Career/technology students in co-curricular organizations	5.2%	Up from 4.0%	4.6%	3.6%
Enrollment in career/technology center courses	365	Up from 294	280	466
Students participating in worked-based experiences	44.4%	Up from 13.7%	29.7%	25.7%
Career/technology students mastering core competencies	65.9%	Down from 71.9%	72.8%	77.7%
Career/technology completers placed	93.8%	Down from 94.4%	97.0%	99.3%

Teachers (n= 39)

Teachers with advanced degrees	43.6%	Up from 29.2%	47.6%	52.0%
Continuing contract teachers	66.7%	Up from 60.4%	66.7%	82.1%
Highly qualified teachers**	91.7%	N/A	87.9%	89.5%
Teachers with emergency or provisional certificates	26.5%		22.2%	8.6%
Teachers returning from previous year	78.0%	Up from 71.5%	79.9%	86.2%
Teacher attendance rate	94.9%	Up from 93.9%	94.4%	95.3%
Average teacher salary	\$37,662	Up 4.4%	\$40,106	\$41,060
Prof. development days/teacher	14.1 days	Up from 13.7 days	12.9 days	10.6 days

School

Principal's years at school	4.0	Up from 2.5	2.0	3.0
Student-teacher ratio in core subjects	22.9 to 1	Up from 17.2 to 1	21.0 to 1	26.4 to 1
Prime instructional time	91.2%	Up from 88.4%	86.8%	90.0%
Dollars spent per pupil*	\$8,958	Up 2.2%	\$7,820	\$6,310
Percent of expenditures for teacher salaries*	53.6%	Up from 53.1%	55.2%	57.9%
Opportunities in the arts	Good	Up from Fair	Good	Excellent
Parents attending conferences	94.3%	Down from 99.0%	86.7%	89.3%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	92.7%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

During the 2003-2004 school year, Allendale-Fairfax High School provided a variety of academic programs and extracurricular activities to the approximately 484 students of the Allendale, Fairfax, Martin and Millet communities in Allendale County. To enhance student achievement and to ensure an environment where each student feels known and valued as an individual, the faculty and staff of Allendale-Fairfax committed to the development of smaller learning and teaching structures known as Instructional Focus Group (IFG). The implementation of a 30-minute Instructional Focus Group, facilitated by the faculty and staff, was designed to prepare students for the HSAP and EOCTs and provided assistance in the form of exit exam tutorials and SAT / ACT preparation. The "High Schools That Work" school reform initiated in 1998 continues to guide Allendale-Fairfax's focus on building relationships between students and teachers to personalize the high school experience.

A number of initiatives supported academic achievement. Scheduling of common planning time for teachers to meet and plan with teacher specialists to focus on curriculum and to be provided technical assistance assisted teachers in the evaluation of student progress. Developing benchmark items in the format of the HSAP and EOCT removed the fear and anxiety and empowered students to remain focused on learning. Requiring teachers to use a variety of assessments that included teacher-made, open-ended responses, projects, discussions, cooperative learning, and essays as well as implementing a system of extra help utilizing the following strategies assisted students in meeting higher standards:

Double-dosing of ninth and tenth graders performing below level in English and Math

Incorporating Read 180, a comprehensive reading intervention program designed to meet the needs of students whose reading achievement is below the proficient level, into the curriculum

Provided after-school tutoring three days a week and computer-assisted instruction twice a week using PLATO courseware that engaged students and supported as well as reinforced the school's language arts and math curricula

Allendale-Fairfax continued to utilize data, particularly the Measures for Academic Progress (MAPS) results, to drive instruction and to recognize students for academic achievement. Faculty and staff continue to evaluate the above initiatives for continual improvement as well as continue to identify and implement research-based strategies that are responsive to the various needs of our students, while preparing them for successful lives beyond high school.

Our JROTC and Boys Track Team continue to receive outstanding recognition. A member of the Boys Track team won the State Championship in the Discus competition.

Alfonso Lamback, Principal
Alonzo Frazier, SIC Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	35	128	24
Percent satisfied with learning environment	55.9%	48.4%	69.6%
Percent satisfied with social and physical environment	66.7%	57.1%	54.2%
Percent satisfied with home-school relations	20.6%	82.8%	70.8%

*Only eleventh grade students and their parents were included. For schools without grade 11, only the highest grade was included.